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ABSTRACT

The manual provides guidelines for developing individualized education programs (IEPs) and determining the educational placement of handicapped children in St. Louis County, Missouri. The introduction summarizes requirements of Public Law 94-142 (the Education for All Handicapped Children Act) regarding the IEP provision. The next chapter examines developing, reviewing, and revising the IEP; the IEP committee meeting; and the content of the IEP plan. In the third chapter the IEP process is discussed in terms of development of total service plan, amendment of total service plan, evaluation of total service plan, and development of individual implementer plan. The final two chapters deal with the IEP in relation to program placements and procedural safeguards. A major portion of the document consists of the following appendixes: a listing of role responsibilities, form letters, a glossary of terms, guidelines for writing goals and objectives, suggestions of general approaches used to evaluate objectives, and a selected bibliography. (DB)

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Individualized Education Programs

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A MANUAL FOR DEVELOPING THE INDIVIDUALIZED EDUCATIONAL PLAN AND DETERMINING EDUCATIONAL PLACEMENT

SPECIAL SCHOOL DISTRICT OF ST. LOUIS COUNTY
12110 CLAYTON ROAD, TOWN & COUNTRY, MISSOURI 63131

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FOREWORD

The Education for All Handicapped Children Act, Public Law 94-142, was signed into law on November 29, 1975, by President Gerald Ford. This legislation is designed to assure that all handicapped children have available to them a free appropriate public education which emphasizes special education and related services. These services must be designed to meet the handicapped child's unique needs, to assure that rights of handicapped children and their parents or guardians are protected, to assist states and localities in providing for the education of all handicapped children, and to assess and assure the effectiveness of efforts to educate handicapped children.

Through the provision of state and local funds by legislative action, the people of St. Louis County have indicated their willingness to meet the special education needs of handicapped children. The Special School District will continue to cooperate with parents, teachers, school administrators, other agencies and interested citizens in assuring that the rights of handicapped children to a free appropriate public education are fully implemented.

The development and implementation of the Individual Education Program, as required under Missouri Annual Program Plan in compliance with P.L. 94-142, increases the chance that handicapped children will have greater opportunities for successful educational experiences. In addition, the Individual Education Program enables educators to tailor teaching procedures to individual pupil strengths and weaknesses. Through careful planning, implementation and evaluation, this program can provide the educational environment within which every child can demonstrate optimal performance. This "Individual Education Program Manual" is designed to assist Special School District and local school district professional personnel in the development, implementation and evaluation of Individual Education Programs for handicapped children. It is hoped that this manual will be found useful as we strive for excellence in our special education programs.

Superintendent of Schools
Special School District

I. INTRODUCTION

Under the Education of All Handicapped Children Act (P.L. 94-142), handicapped students are those who require special education and related services to benefit from schooling. The P.L. 94-142 definition of handicapped children includes such varied conditions as mental retardation, deaf, hard of hearing, speech impaired, visually handicapped, specific learning disabilities, orthopedically impaired, health impaired, emotionally disturbed, and other impairments and disabilities which may cause a child or youth to need special education and related services.

Special School District policies and procedures, which reflect both state and federal regulations, require an Individualized Education Program (IEP) for students identified as needing special education and related services prior to the provision of service. This manual has been developed to acquaint the personnel of Special School District, an intermediate educational unit (IEU), and the twenty-three local school districts, which are local educational agencies (LEAs), with IEP plan writing as a process of related steps which determine the most appropriate educational placement for the student.

P. L. 94-142 Provision

One major provision of P.L. 94-142 regulations is to insure that an Individualized Education Program (IEP) is developed and implemented for each handicapped child who is being provided with special education and related services by a public agency (including other state agencies, such as the departments of mental health and welfare) either directly, by contract, or through other arrangements.

The following is a condensation of P.L. 94-142 IEP regulations:

State Responsibility (Sec. 121a.341)

The State must insure that:

- each public agency develops and implements an IEP for each of its handicapped children; and
- an IEP is developed and implemented for each handicapped child placed in or referred to a private school or facility or is enrolled in a parochial or other private school and receives services from a public agency.

When Individualized Education Program Must Be in Effect (Sec. 121a.342)

On October 1, 1977, and at the beginning of each school year thereafter, each public agency must have in effect an IEP for every handicapped child who is receiving special education from that agency.

An IEP must be in effect before special education and related services are provided and must be implemented as soon as possible (i.e., with no undue delay) following the IEP meeting.

NOTE: It is expected that IEPs will be implemented immediately following the IEP meetings with the following exceptions:

1. when meetings occur during the summer or a vacation period; or
2. when there are circumstances which require a short delay (e.g., working out transportation arrangements). However, THERE CAN BE NO UNDUE DELAY IN PROVIDING SPECIAL EDUCATION AND RELATED SERVICES TO THE CHILD.

IEP Meetings (Sec. 121a.343)

In general, each public agency is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising a handicapped child's IEP.

Meetings for Newly Identified Handicapped Children (Sec. 121a.343(c))

For all handicapped children (i.e., new handicapped children initially evaluated after October 1, 1977), a meeting must be held within 30 calendar days after it has been determined that the child needs special education and related services.

Review Meetings (Sec. 121a.343(d))

A meeting must be held at least once a year to review and, if appropriate, revise each child's IEP.

NOTE: The timing of these review meetings could be on the anniversary date of the last IEP meeting, but this is left to the discretion of the agency.

Participants in IEP Meetings (Sec. 121a.344(a)(b))

The public agency must insure that at each IEP meeting the following participants are included:

- a representative of the public agency, other than the child's teacher, who is qualified to provide, or supervise the provision of special education;
- the child's teacher;
- one or both of the child's parents;
- the child, when appropriate;
- other individuals at the descretion of the parent or agency.

For a handicapped child who has been evaluated for the first time, the meeting must also include:

- a member of the evaluation team; or
- a representative of the public agency (e.g., the child's teacher) who is knowledgeable about the evaluation procedures used and is familiar with the results of the evaluation.

NOTE: 1. In deciding which teacher will participate in IEP meetings, the following guidelines are suggested:

(a) For a handicapped child who presently is receiving special education, the "teacher" could be the child's special education teacher. If the child's handicap is a speech impairment, the "teacher" could be the speech-language pathologist.

(b) For a handicapped child who is being considered for placement in special education, the "teacher" could be the child's regular teacher, or a teacher qualified to provide education in the type of program in which the child may be placed, or both.

(c) If the child is not in school or has more than one teacher, the agency may designate which teacher will participate in the meeting.

2. It is suggested that either the teacher or the agency representative be qualified in the area of the child's suspected disability.

3. If the child's primary handicap is a speech impairment, the evaluation personnel participating in the IEP meeting would normally be the speech-language pathologist.

It was the intent of Congress that IEP meetings generally be small, since having a large group of people at an IEP meeting may be unproductive and very costly, and could essentially defeat the purpose of insuring active, open, parent involvement.

Parent Participation at the IEP Meetings (Sec. 121a.345(a))

To insure that one or both of the parents of the handicapped child are present at each IEP meeting or are afforded the opportunity to participate, the public agency shall:

- notify parents of the meeting early enough to insure that they will have an opportunity to attend; and
- schedule the meeting at a mutually agreed on time and place.

Notice of IEP Meetings to Parents (Sec. 121a.345(b))

The notice to parents shall indicate:

- purpose
- time
- location
- who will be in attendance

If neither parent can attend, the agency must use other methods to insure parent participation, including individual or conference telephone call.

IEP Meetings Without Parents (Sec. 121a.345(d))

An IEP meeting can be conducted without parents if the public agency is unable to convince the parents that they should attend. In this case, the agency must keep a record of all attempts to arrange a mutual time and place such as:

- detailed records of telephone calls made or attempted and the results of those calls;
- copies of correspondence sent to the parents and any responses received; and
- detailed records of visits made to the parents' home or place of employment and the results of those visits.

Interpreter for Parents at IEP Meeting (Sec. 121a.345(e))

The public agency must take whatever action is necessary to insure that the parent understands the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English.

Providing Copies of IEP to Parents (Sec. 121a.345 (f))

Copies of a child's IEP shall be made available to parents on request.

NOTE: When the public agency notifies the parents of the IEP meeting, the agency shall also inform parents that they may bring other individuals of their choosing to the meeting. The procedure used to notify parents (whether oral or written or both) is left to the discretion of the agency, but the agency must keep a record of its efforts to contact parents.

Content of the IEP (Sec. 121a.346)

The IEP for each child must include:

- a statement of the child's present levels of educational performance;
- a statement of annual goals, including short term instructional objectives;
- a statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs;
- the projected dates for initiation of services and the anticipated duration of the services; and
- appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.

IEPs for New Private School Placements (Sec. 121a.347)

Before the public agency places a handicapped child in or refers a child to a private school or facility, the public agency shall:

- initiate and conduct a meeting to develop an IEP; and
- insure that a representative from the private school or facility attends the meeting. If the representative cannot attend, the agency shall use other methods (e.g., individual or conference telephone call) to insure participation.

Reviewing and Revising IEPs at Private Schools (Sec. 121a.347(b))

After a child is placed in a private school or facility:

- meetings to review and revise IEPs may be initiated and conducted by the private school AT THE DISCRETION OF THE PUBLIC AGENCY; and
- the public agency must insure that parents and an agency representative are involved in any decision about the IEP and agree to any proposed changes in the program before those changes are implemented.

Responsibility for Full Compliance with Regulations (Sec. 121a.347(c))

The public agency and the State educational agency are responsible for insuring that the private school or facility implements a child's IEP.

IEPs for Parochial or Other Private Schools (Sec. 121a.348)

If a handicapped child is enrolled in a parochial or other private school and receives special education or related services from a public agency, the public agency shall:

- initiate and conduct meetings to develop, review and revise the IEP; and
- insure that a representative of the parochial or the private school attends each meeting. If the representative cannot attend, the agency shall use other methods (e.g., individual or conference telephone calls) to insure participation.

IEP Accountability (Sec. 121a.349)

If a child does not achieve the growth projected in the annual goals and objectives stated in an IEP, NOTHING IN THE STATUE OR IN THE REGULATIONS HOLDS THE PUBLIC AGENCY, TEACHER, OR OTHER PERSON ACCOUNTABLE.

NOTE: The IEP is not a legally binding document and, therefore, the public agency and teacher are relieved from guaranteeing that the child will progress at a specified rate or achieve the growth projected in the IEP.

On the other hand, this section of the regulations:

- does not relieve agencies from making "good faith efforts" to assist the child in achieving the objectives and goals stated in the IEP; and

- does not limit the parents' right to complain and ask for revisions of the child's program, or to invoke due process procedures if the parent feels such good faith efforts are not being made.

II. THE INDIVIDUALIZED EDUCATION PROGRAM

Developing, Reviewing and Revising the IEP

When the degree of impairment or disability is determined and its effect on the individual is considered to be educationally handicapping, special educational services shall be made available by this School District. Depending on the child's needs, these services can be provided by an itinerant teacher, resource service, a self-contained classroom within the LEA, a special school within Special School District or a residential or institutional setting.

Prior to this District's initiation of any special education service(s), an IEP shall be developed at a committee meeting. The IEP may be revised as often as necessary; however, it shall be reviewed and, if appropriate, revised periodically, but not less than annually.

The Special School District professional staff shall be responsible for initiating and conducting meetings for the purpose of developing, reviewing and revising a handicapped student's IEP. A committee meeting to review and/or revise the IEP shall be reconvened by Special School District professional staff: before or on the scheduled annual review date; at the written request of the eligible student, parent/guardian or LEA representative (e.g., principal, teacher), private agency representative, parochial or other private school representative and whenever there is additional student information which may effect the student's current IEP Total Service Plan.

IEP Committee Meeting

The IEP plan is a written document to be developed and revised at least annually in an IEP committee meeting. For a newly identified handicapped child, an IEP committee meeting must be held within thirty calendar days of a determination that the child needs special education and related services.

The primary purposes of the IEP committee meetings are:

- to insure parent/guardian participation in assessment and planning;
- to assess the student's special educational programming needs;
- to determine appropriate special education and/or related service(s);
- to develop, review and/or revise an IEP.

Participants in IEP Committee Meeting

The following individuals should participate in an IEP committee meeting(s):

- The parent, guardian or surrogate parent and, when appropriate, the student. If the parent, guardian or surrogate parent declines to attend, documentation must be made by Special School District's staff of attempts to gain their participation.
- The teacher.
  - If a student is newly identified as handicapped and an appropriate special education program is being planned, the teacher could be the regular education teacher and/or a teacher qualified to provide the type of special education the student may receive.
  - If a student is currently receiving a special education program(s), the teacher should be the student's special education teacher(s).
  - If a student is identified as speech/hearing impaired, the teacher should be a speech-language hearing pathologist.

- A representative of the local school district and/or Special School District, other than the child's teacher, who is qualified to provide or supervise the provision of special education.
- If a handicapped student has been evaluated for the first time, a member of the evaluation team or a person who is knowledgeable about the evaluation procedures used with the student and familiar with the results of the evaluation must attend.
- Other individuals at the discretion of the parent* or agency.

Private School

If a handicapped student is to be placed in an approved private school through a contractual arrangement, Special School District personnel shall initiate and conduct a meeting to develop an IEP plan; however, the District shall insure that a representative of the private school attends the meeting. If the representative cannot attend, the District shall insure participation by the private school via individual or conference telephone call.

After a handicapped student enters a private school through a contractual arrangement, any meetings to review and/or revise the student's IEP may be initiated and conducted by the private school at the discretion of the Special School District. However, the Special School District will insure that a representative from the District and the student's parent, guardian, or surrogate parent are involved in any decisions regarding the student's program prior to those changes being implemented. Special School District professional staff shall monitor the implementation of the student's IEP, and shall insure the reconvening of the IEP committee, when appropriate, to review/revise the student's IEP.

Parochial or Other Private School

If a handicapped student is enrolled in a parochial or other private school and receives special education and/or related services from Special School District, the District personnel shall initiate and conduct a meeting to develop, review or revise an IEP plan; however, the District shall insure that a representative of the private school attends each meeting. If the representative cannot attend the District shall insure participation by the private school via an individual or conference telephone call.

Job Development/Placement

If a handicapped student is to be placed in a job development/placement, work adjustment or vocational training program, Special School District personnel shall initiate and conduct a meeting to review and/or revise an IEP plan and shall insure the participation of the employer (when appropriate) or training agency representative(s) via staffing, an individual or conference telephone call.

Physical Education

When a student is in need of a specially designed physical education program, the services to be provided must be addressed in all applicable areas of a student's IEP (e.g., present levels of performance, goals, and objectives and service to be provided).

If the student is enrolled in an itinerant, resource room or self-contained leased classroom program in an LEA and can participate fully in the regular PE program with his/her non-handicapped peers without any special modifications to compensate for the student's handicap, PE should not be addressed in the student's IEP.

If the student is enrolled in a full-time special education program in a Special School District building, the PE program for each student must be delineated in the IEP.

If the student needs a specially designed physical education program, the program must be addressed in all applicable areas of the IEP.

If the student can participate fully in a standard physical education program without any modifications, standard PE must be noted on the student's IEP.

Transfer Students IEP and Enrollment

The Special School District shall enroll a handicapped student who moves within the jurisdiction of the District prior to a reevaluation if the student:

a. has been evaluated by a speech-language pathologist and/or multidisciplinary team within the past three years in compliance with Missouri State School Regulations and applicable federal regulations;

b. has current IEP which supports special education program placement; and

c. was receiving special education services prior to the transfer.

The student's transferred records shall be reviewed by the appropriate department head of instruction or his/her designee. If the student's records meet the criteria stated in a, b, and c above, the department head or his/her designee shall enroll the student if parents/guardians are satisfied with the student's current IEP and Special School District staff deems the IEP as appropriate and can be implemented as written.

If the District's staff and/or the parents/guardians believe additional evaluation data is needed, the District's staff shall develop a schedule for obtaining the evaluation(s) needed and may temporarily place the student in an interim program prior to finalizing the IEP.

If the District's staff and/or the parents/guardians believe the student's current IEP is inappropriate, the District's staff shall schedule and hold an IEP conference within ten days of receipt of the student's transfer records.

The parents/guardians written consent for the District's initial evaluation and/or placement shall be sought.

Content of IEP Plan

Special School District's IEP plan shall include:

- A written statement of the student's present levels of educational performance.
- A statement of annual goals reflecting the student's present levels of educational performance and specifying the behavior to be acheived through the individualized education program.

* Parent, guardian, surrogate parent or student (when appropriate) shall be required to sign a release of information form granting the individual of their choosing access to the student information. (See Release Form in Appendix B).

- A statement of appropriate objective criteria, evaluation procedures and schedules for determining, on at least an annual basis, whether the instructional objectives are being achieved. Each objective statment shall include objective criteria and evaluation method.
- A statement of the extent to which the student will be able to participate in a regular education program.
- A description of all special education and related services that will be provided.
- Amount of service to be provided. *
- The projected date for beginning the program and the anticipated duration of these services.
- Justification statement which supports the special education and/or related service placement.
- The type of physical education to be provided.
- The type of transportation to be provided, when appropriate.

Writing an IEP plan is basically a three-step process: (1) establishing where the student is (determining present levels of educational performance); (2) identifying how much and what one can reasonably expect him/her to learn by the end of a year (writing annual goals); and (3) determining the steps to be taken in achieving annual goals and the means to measure the student's progress (specifying short-term objectives and determining the means for evaluating progress).

* Amount of Service to be Provided

Special education services to be provided must be stated in the student's IEP, so that the District's commitment of resources will be clear to parents/guardians and other IEP team members.

The amount of time committed to each of the various services to be provided must be appropriate to that specific service, and stated in the IEP in a manner that is clear to all who are involved in the development and implementation of the IEP.

Itinerants and resource room teachers (including OT, PT, and adaptive PE teachers and others) shall state the amount of service to be provided in the IEP. The amount of service may be stated in minutes/week or hours/week. If a resource room teacher is unable to specify the exact amount of service to be provided within a given week, because the student's need for resource room service varies, the teacher shall state the average amount of service to be provided per week.

If the student is enrolled in a full time special education program, the special education classroom teacher is not required to specify the amount of service to be provided. However, if the student needs related services (e.g., OT, speech-language), the amount of related service to be provided must be specified.

Changes in the amount of service listed in the IEP will not be made without holding an IEP meeting.

District staff shall not be required to convene the IEP meeting when making adjustments in the scheduling of services, so long as no change is made in the overall amount of service provided. However, parents/guardians should be notified through a conference telephone call or in writing whenever a schedule change is made.

Determining Present Educational Levels

Before setting goals for a student, the IEP committee must determine the student's current levels of performance. Establishing the present levels of educational performance involves collecting, analyzing and using all educationally relevant information regarding the student. The term "levels" implies a possible range of information which includes assessment data and descriptors of the student's strengths and weaknesses. Information gathered should meet the needs of the IEP committee in the educational decision making process. To be maximum use in determination of eligibility, IEP planning and recommendation of program placement, the information obtained should:

- be written in easy to understand language;
- identify tools/processes used in evaluation;
- contain concise statements of specific evaluation results;
- state problem areas identified by evaluation and behavioral observation;
- contain concise statement of strengths and weaknesses;
- be relevant to educational planning.

Annual Goals

Annual goals are written statements of what the student is expected to learn from his/her educational program within the IEP time period. Annual goals are the targets toward which the student's learning program is directed. Since the goals reflect growth which can take place over the course of an entire academic year, they should be general, yet specific enough to focus on individual instructional areas.

The process of writing annual goals is closely linked to the process of determining the student's present educational levels. To write goals the IEP committee must look at the student's present functioning in appropriate instructional areas and determine which content and which skills should be emphasized in his/her future program.

In determining the scope of annual goals, the IEP committee must carefully consider many factors, including the severity of the student's handicap; the student's special abilities; the student's past rate of learning; behavioral factors; and the least restrictive environment where the student's unique needs can best be met.

When writing an annual goal, all projections should be reasonable, that is, not so difficult that they lead to frustration, and should be broad enough to increase the possibility that the student will make unexpected gains or enhance expected ones.

In summary, annual goals express the anticipated growth in skills and knowledge resulting from a student's participation in an educational program over a year's time. They serve as the framework for the teacher's daily instructional activities.

Short-Term Objectives

Short-term objectives are derived from the annual goals. They represent smaller, more manageable learning tasks a student must master on the way to achieving the more general and complex annual goals. As such, they enable the teacher and others to plot the student's progress toward meeting the annual goals.

Unlike annual goals, which represent global changes in a student's performance, short-term objectives represent specific measurable units of learning. While annual goals may take as long as a year to achieve, short-term objectives should be mastered in a relatively short period of time, depending on the student's learning characteristics.

In determining short-term objectives, the IEP committee may draw on a variety of sources, including published curricula, published collections of objectives for specific instructional areas and teacher-written objectives. Statements of objectives must include a method of evaluating the student's program. Evaluation must be based on observable, objective criteria and subject to a schedule to determine the effectiveness of the instruction.

Student Program Evaluation

The law requires that the IEP plan includes appropriate objective criteria, evaluation procedures, and an indication of when and how one will determine whether the student is achieving the short-term objectives. Whether the objectives have been met must be determined at least annually. Observable, objective criteria are required to determine whether the student has mastered the short-term objectives.

Criteria may be expressed in a number of ways, including the frequency, percentage or consistency of behavior specified by the objective. For example, the criterion for successful mastery of an objective may be 80 percent success for three consecutive instructional periods. With some objectives, however, the criterion may be a single demonstration of correct performance. (See evaluation approaches in Appendix F.)

Extent of Participation in Regular Education

State and federal laws/regulations mandate that the handicapped student is to be educated to the maximum extent possible with nonhandicapped students. Missouri's Regulations, Standards and Procedural Guidelines Manual specifies service alternatives in special education programming which serve as a vehicle for the assignment of handicapped students in the least restrictive environment. Programs outside the regular classroom environment shall be provided by Special School District only when the handicapping condition is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

A major portion of the documentation on pages 9 and 10 of the manual was taken from Pennsylvania Department of Education - Bureau of Special Education. An Introduction to Individual Education Program Plans in Pennsylvania Guidelines for School Age IEP Development (King of Prussia, Pa., 1978).

III. IEP PLAN PROCESS

Development of Total Service Plan

Special School District staff shall coordinate program planning for each handicapped student in need of special education and or related services. There is to be only one IEP Total Service Plan for a student within a specified time period. The Total Service Plan must include those areas in which the student receives special education and related services. A major purpose of the IEP is to coordinate all services, e.g., classroom and itinerant.

The IEP is not to be a reference document which simply refers the reader to various curriculums or materials. The IEP should clearly describe the student's program and be able to stand on its own.

SPECIAL SCHOOL DISTRICT OF ST. LOUIS COUNTY

INDIVIDUALIZED EDUCATION PROGRAM: TOTAL SERVICE PLAN

(This plan is accessible to authorized persons/agencies ONLY)

(Please Print or Type)

☐ Initial IEP

☐ Continuation IEP

☐ Termination IEP

Month Day Year

Expiration of this Plan:

Month Day Year

Student's Name _____ (Last / First / Middle) D.O.B. _____ (Month / Day / Year)

Present Grade/Program _____ School and District _____ (School / District)

Conference Participants*	Name	Role	Signature
SSD Representative(s):	_____ Chairperson	_____	_____
(e.g., supervisor, teachers)	_____	_____	_____
	_____	_____	_____
LEA Representative(s):	_____	_____	_____
(e.g., principal, teachers)	_____	_____	_____
Parent/Guardian:	_____	_____	_____
Student:	_____	_____	_____
Other(s):	_____	_____	_____
	_____	_____	_____

** Enter name of all persons invited; signature indicates attendance.*

Special Education Service(s) (specify level)	Projected Starting Date (Month - Day - Year)	Expected Duration of Service
_____	_____	_____
_____	_____	_____
_____	_____	_____

Participation in Regular Education Program: _____

Justification for placement: _____

Physical Education:
- Provided in LEA ☐ Specially Designed
- Provided in SSD Buildings:
  - ☐ Standard ☐ Specially Designed

Transportation:
- ☐ Provided by SSD ☐ Provided by LEA
- Special Adaptation needed _____
- ☐ Provided by other Mode (Specify) _____

Comments: _____

Chairperson responsible for conducting review/revision of this plan:

_____ / _____ (Role / Program)

Page 1 of _____

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IEP 1

Student Name: _____ (Last First Middle) D.O.B.: _____ (Month Day Year) Date of Meeting: _____ (Month Day Year)

Present Level of Student's Educational Performance:

Annual Goal* 1 _____

Objective(s)** 1A _____

Annual Goal* _____

Objective(s)** _____

* Number of annual goals will depend on student's individual educational needs.

** Each objective statement must include - behavior sought, objective criteria and evaluation method. Identify implementer(s) of each objective by role at the end of each objective statement.

Student Name: _____ D.O.B. _____ Date of Meeting: _____
Last First Middle Month Day Year Month Day Year

Annual Goal* _____

Objective(s)** _____

Annual Goal* _____

Objective(s)** _____

Annual Goal* _____

Objective(s)** _____

Annual Goal* _____

Objective(s)** _____

* Number of annual goals will depend on student's individual educational needs.

** Each objective statement must include - behavior sought, objective criteria and evaluation method. Identify implementer(s) of each objective by role at the end of each objective statement.

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IEP 1b

Task Descriptions for Completing IEP Total Service Plan

The following task descriptions correspond with the analogous section on Individual Education Program of this manual:

Task 1: Enter student's identifying information (use legal name only), date of meeting and expiration date of this plan (not more than one year from the present date). Check appropriate box to indicate the status of this IEP (e.g., initial IEP, termination IEP).

Task 2: Enter the name and role of each conference committee member invited and request the signature of all in attendance.

Task 3: Enter a summary of the student's present level of education performance (based on documented evidence) in each learning area describing specific skill levels. The learning areas may include academic achievement, social adaption, prevocational and vocational skills, psychomotor skills, self help skills, communication skills, etc.

Task 4: Enter and number (I, II, III, etc.) the prioritized annual goals which are developed to meet the immediate needs of the student at this particular time. These goal statements will be used as the basis for specifying services that the child will need. The number of goal statements needed is dependent upon the child's needs and may range from one to several to many. Care should be taken not to have so many goal statements that accomplishment is impossible.

The following is a list of some critical areas to consider in prioritizing goals:

- What are the priority parental concerns?
- What are the priority teacher concerns?
- What are appropriate developmental sequences of tasks or behaviors through which the child would be expected to move?
- What behaviors appear to be the most easily modified, as determined from baseline assessment date, including the child's strengths, weaknesses and learning style?
- Are there any other significant considerations one needs to make in selecting areas of educational needs (e.g., problem areas that are hazardous to the child, his/her health or others).

Task 5: Enter and number (IA, IB, IC, etc.) short-term instructional objectives and identify the implementer(s) of each objective by role at the end of the objective statement. Each short-term objective statement must include behavior sought, objective criteria and evaluation method. Short-term objectives must be developed for each goal.

Task 6: Enter the specific special education and related service needed to meet the needs of the student, the projected date when the student will start the program and the expected duration of service.

Task 7: Enter a statement which describes the extent to which the student will be able to participate in the regular educational program.

Task 8: Enter justification for placement. Provide a brief summary statement which supports the specific special education and/or related service placement.

Task 9: (1) Check mode of transportation used by student attending special education and related service program and, if applicable, state special transportation needs (e.g., lift bus, seat belt, etc.). (2) If a student is transported by other mode (e.g., taxi, parents, etc.) check appropriate box and specify. (3) If the student walks to school enter N/A after transportation.

Task 10: Check type of physical education the student will receive. NOTE: Annual goals and short-term objective must be written in this plan when specially designed physical education is needed by the student.

Task 11: Enter a short narrative description of recommendations or comments for additional consideration which have not been included in the plan.

Task 12: Enter role and program area (e.g., resource teacher/LD) of chairperson responsible for conducting the review/revision of this plan.

Task 13: Distribute copies of IEP Total Service Plan as indicated on the form.

NOTE: First copy must be placed in the school file where the student is assigned.

When the IEP plan is completed it should:

- present a realsitic plan of action
- contain concise statements
- state specifics concerning where to start and which directions to take
- focus on priorities
- specify all areas of deficit to which the program must be addressed.

NOTE: All entries on the IEP Total Service Plan must be typed or printed.

Amendment of Total Service Plan

The Amended Plan shall be developed when there are minor changes in the student's IEP Total Service Plan within the academic year. This plan does not stand alone; it is used as a supplement to the IEP Total Service Plan only.

Date of this Amendment

Month Day Year

SPECIAL SCHOOL DISTRICT OF ST. LOUIS COUNTY

INDIVIDUALIZED EDUCATION PROGRAM: TOTAL SERVICE PLAN***

(This plan is accessible to authorized persons/agencies ONLY)

(Please Print or Type)

Student's Name _____ D.O.B. _____

Last First Middle Month Day Year

Present Grade/Program _____ School and District _____ / _____

School District

Conference Participants*

Name	Role	Signature

*Enter name of all persons invited; signature indicates attendance, not agreement with plan.

Reason(s) for Amendment: _____

Annual Goal* _____

Objective(s)** _____

* Number of annual goals will depend on student's individual educational needs.

** Each objective statement must include behavior sought, objective criteria and evaluation method. Identify implementer(s) of each objective by role at the end of each objective statement.

*** This plan amends IEP developed on _____

Month Day Year

Distribution of Copies: Original to SSD Pupil Personnel – 1st Copy to School File – 2nd Copy to Parent/Guardian

Revised: 7/79

Task Descriptions for Amending the IEP Total Service Plan

Task 1: Enter date of amendment.

Task 2: Enter student's identifying information.

Task 3: Enter the name and role or each committee member invited and request the signature of all in attendance.

Task 4: Enter reason(s) for amendment. NOTE: This form is to be used only for minor changes in the student's current IEP Total Service Plan. Use form letters IEP2c and IEP 2d, when appropriate.

Task 5: Enter the annual goal. Use the third page of the IEP Total Service Plan if more than one goal is being changed.

Task 6: Enter the short-term instructional objective(s) and identify the implementer after the objective(s).

Task 7: Enter the development date of the IEP Total Service Plan being amended.

Task 8: Distribute copies of IEP Total Service-Amended Plan as indicated on the form.

NOTE: All entries on the IEP Total Service-Amendment Plan must be typed or printed.

Evaluation of Total Service Plan

The IEP Total Service Plan for each student shall be formally evaluated at the scheduled annual review of the IEP Total Service Plan and/or at any IEP conference meeting convened to review/revise the plan. This evaluation process is designed to provide documented evidence relative to the effectiveness of the student's instructional program. The evaluation shall be based on the criteria for evaluation stated within the IEP Total Service Plan's objectives.

Evaluation for IEP Total Service Plan developed

Month Day Year

SPECIAL SCHOOL DISTRICT OF ST. LOUIS COUNTY
EVALUATION OF
INDIVIDUALIZED EDUCATION PROGRAM: TOTAL SERVICE PLAN
(This plan is accessible to authorized persons/agencies ONLY)
(Please Print or Type)

Date of this Evaluation

Month Day Year

Student's Name _____ D.O.B. _____
Last First Middle Month Day Year

Present Grade/Program _____ School and District _____ / _____
School District

Goals/Objectives Numbers (e.g., IA, IB, IIA)	Objective Met (✓)	Progress Made Toward Objective (✓)	Objective Not Met (✓)	Brief summary statement of student's progress toward each goal specified on the IEP Total Service Plan:

Participants in Evaluation Conference:

Name	Role
_____	_____
_____	_____
_____	_____
_____	_____

Distribution of Copies:
Original to SSD Pupil Personnel
1st Copy to School File
2nd Copy to Parent/Guardian

Task Descriptions for Evaluating the IEP Total Service Plan

Task 1: Enter the development date of the IEP Total Service Plan being evaluated.

Task 2: Enter date of evaluation.

Task 3: Enter student's identifying information.

Task 4: Enter identification number of IEP Total Service Plan goals and objectives (e.g., IA, IB, IIA, IIB, etc.).

Task 5: Enter a check (√) mark if the objective was met.

Task 6: Enter a check (√) mark if progress was made toward the objective.

Task 7: Enter a check (√) mark if the objective was not met.

Task 8: Enter a brief summary statement relative to the student's progress toward each goal specified on the IEP Total Service Plan.

Task 9: Enter name and role of the participants in this evaluation.

Task 10: Attach completed evaluation form to continuation or termination IEP.

Task 11: Distribute copies as indicated on the form.

NOTE: All entries on the IEP Total Service Plan – Evaluation document must be typed or printed.

Development of Individual Implementer Plan

After the Total Service IEP is complete, the IEP enters its second level of development. Each service area listed by the committee on the IEP Total Service Plan shall require an Individual Implementer Plan. The Individual Implementer Plan shall be the responsibility of each implementer (e.g., teacher, pathologist, etc.). The implementer will use the committee's IEP Total Service Plan as a guide for developing more specific objectives to meet the unique needs of the student.

The format/design of the Individual Implementer Plan shall be at the discretion of each instructional department of the Special School District. The Individual Implementer Plan shall be maintained by the individual implementer in his/her student files for two years. This plan should not be forwarded to SSD Pupil Personnel for placement in the student's central office file.

IV. IEP AND PROGRAM PLACEMENT(S)

The initial and continued placement of a handicapped student in a Special School District special education and related service program shall be based on the student's IEP. The development, review/revision of an IEP for each handicapped student shall determine the appropriate special education and related service needs of the student and the least restrictive environment within which the student has the greatest opportunities for successful educational experiences. Each handicapped student's educational placement shall be determined at least annually by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. All placements recommended by the Special School District shall be, to the extent possible, in conformity with the following least restrictive environment rules of P.L. 94-142:

Least Restrictive Environment (Sec. 121a.550)

Each public educational agency shall insure:

- to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped; and
- that special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature of severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Continuum of Alternative Placements Available (Sec. 121a.551)

Each public educational agency must insure that a continuum of alternative placements is available to meet the needs of handicapped children for special education and related services.

The continuum of alternative placements includes:

- instruction in regular classes
- provisions for supplementary service (e.g., resource room or itinerant instruction) to be provided in conjunction with regular class placement.
- special classes
- special school
- home instruction, and
- instruction in hospitals and institutions.

Least Restrictive Placements (Sec. 121a.552)

Each public educational agency shall insure that each handicapped child's educational placement:

- is determined at least annually;
- is based on his or her IEP;
- is as close as possible to the child's home;
- that various alternative placements are available to the extent necessary to implement the IEP for each handicapped child;
- that each handicapped child is educated in the school which he or she would attend if not handicapped unless the child's IEP requires other arrangements; and
- that in selecting the least restrictive environment, consideration is given to any potential harmful effect on the child or on the quality of service which her or he needs.

Nonacademic and Extracurricular Settings (Sec. 121a.553)

Each public educational agency must insure that each handicapped child participates with nonhandicapped children in nonacademic and extracurricular services and activities (e.g., meals, recess periods, recreational activities, clubs, athletics) to the maximum extent appropriate to the needs of that child.

V. PROCEDURAL SAFEGUARDS - IEP AND PLACEMENT

Special School District has the responsibility for insuring that handicapped students and their parents/guardians are afforded procedural safeguards mandated under Regulations for the State of Missouri and federal laws. Within the intent and spirit of these laws, Special School District shall make every effort to insure that parents/guardians and students (when appropriate) are:

- fully informed of the IEP plan and the process so that they may serve as active participants.

  - Special School District professional staff shall:

    - notify parents/guardians or eligible student of the meeting early enough to insure that they will have an opportunity to attend;
    - schedule the meeting at a mutually agreed upon time and place to insure the presence of the parent/guardian or student at each IEP meeting;
    - inform parents/guardians or eligible student in writing or through documented telephone call(s) of the purpose of the IEP conference meeting, the time, location, and who has been invited to attend the meeting;
    - inform parents/guardians or eligible student of their right to have a representative of their choosing attend the IEP committee meeting. If such a representative is present at the IEP committee meeting, Special School District shall request the written consent of the parent/guardian or eligible student prior to discussing any student information (see form PPSE 1 in Appendix B);
    - inform parents/guardians or student in their native language or other mode of communication, unless it is clearly not feasible to do so;
    - develop all written documents (forms, form letter, etc.) to be presented to parent/guardian and eligible student in language that is easy to understand;
    - plan all programs for the student to account for native language or other modes of communication;
    - give a copy of the IEP plan to parents/guardians or eligible student; and
    - inform the parents/guardians or eligible student that the IEP will be reviewed at least annually.

- fully informed of their right to inspect and review all educational records related to identification, evaluation and educational placement of the student.

  - Special School District professional staff shall :

    - inform the parents/guardians or eligible student that they may request an appointment to be given explanations and interpretations of the student's records by calling the Office of Pupil Personnel Services, 569-8297, or by writing Director of Pupil Personnel Services, Special Education, 12110 Clayton Road, Town and Country, Missouri 63131; and
    - inform parents/guardians or eligible student of their right to have a representative of their choosing inspect and review the student's record. In such cases, Special School District shall request the parent/guardian or eligible student's written consent prior to disclosing any student information.

. fully informed of their right to confidentiality of all information collected and maintained by Special School District:

. . Special School District professional staff shall :

. . . inform parents/guardians or eligible student that the IEP plan and all other student information collected and maintained by Special School District shall be directly accessible only to the student (when appropriate), parents/guardians, state and federal authorized representatives, school personnel responsible for implementing and/or monitoring, officials of other school systems where the student is in attendance or seeks to enroll, and other school personnel as they engage in typing, filing, posting, disseminating and general maintenance. For all others, Special School District shall request the written consent of the student (when appropriate) or parent/guardian prior to releasing any student information.

. fully informed of their right to request a list of the types and location of education records collected, maintained, and used by Special School District.

. . Special School District professional staff shall :

. . . inform parents/guardians or eligible student that they may request a list of the types and location of educational records collected and maintained on the student by writing the Office of Pupil Personnel Services, Special Education, 12110 Clayton Road, Town and Country, Missouri 63131.

. fully informed of their right to be notified prior to the destruction of student educational information collected, maintained or used by Special School District.

. . Special School District professional staff shall :

. . . inform parents/guardians or student that they will be notified fifteen (15) days prior to the destruction of information maintained in the student's cumulative record.

. . . inform parents/guardians or eligible student that they may request Special School District to destroy student information maintained in the student's cumulative record, when the information is no longer needed to provide educational services and/or when all services are terminated. However, Special School District is legally authorized to maintain a permanent student record which includes: the student's name, address, telephone number, grades, attendance record, classes attended, grade level completed and year completed; and

. . . advise parents/guardians or eligible student that they may have future need (e.g., social security or other purposes) for the information maintained in the student's cumulative record. Prior to requesting Special School District to destroy this information, parents/guardians or eligible student should consider the future need of the information maintained in the cumulative record.

. fully informed of their right to challenge the content of the educational record maintained by Special School District when they believe the information contained in the student's record is inaccurate, misleading, or violates the privacy or other rights of the student.

. . Special School District professional staff shall :

. . . inform parents/guardians or eligible student that they may contact the program supervisor or contact the Office of Pupil Personnel to request a meeting to discuss their concerns. Within

10 calendar days of the request a meeting shall be scheduled at a mutually agreed upon time;

- inform parents/guardians or eligible student that if the student's record is not amended in accordance with their request at the conference, they may request a "due process" hearing;
- inform parents/guardians or eligible student that if the student's record is not amended in accordance with their request as a result of a "due process" hearing, they have a right to place in the student's records a statement commenting upon the information and/or setting forth any reasons for disagreeing with this District's decision;
- inform parents/guardians or eligible student that any explanation placed in the student's record shall be maintained in the record as long as the contested portion of the record is maintained by this District; and
- inform parents/guardians or eligible student that if the contested portion of the student's record is disclosed by Special School District to any party, the explanation shall also be disclosed to that party.

fully informed of their right to an independent educational evaluation at public expense if, as a result of a "due process" hearing, Special School District's evaluation is found to be inappropriate.

- Special School District professional staff shall :
  - inform parents/guardians that the results of the independent evaluation shall be considered by Special School District in any decision regarding special education and/or related services for the student; and may be presented as evidence at an administrative review and/or "due process" hearing.

fully informed of their right to be notified in writing by this District prior to the District's proposing to initiate or change the identification, evaluation, or placement of the student; or refusing to initiate or change the identification, evaluation or placement of the student.

- Special School District professional staff shall:
  - provide parents/guardians with a written description of action proposed or refused relative to identification, evaluation and placement, and provide a description of any options the district considered and the reasons why those options were rejected; and
  - provide parent/guardian with a written description of each evaluation procedure, test, record, report, or any other information used by the district as a basis for the proposal or refusal relative to identification, evaluation and placement.

fully informed that their "written consent" shall be requested before this District conducts a pre-placement evaluation and/or initially places a student in a special education and related service program.

- Special School District professional staff shall :
  - request the written consent of the parent/guardian prior to any pre-placement evaluation and/or initial placement in a special education and related service program (see "Initial Placement" form in Appendix B);

Note: District staff should notify their department head or his/her designee when the parents/guardians refuse to give written consent for a pre-placement evaluation or initial placement in a special education and related service program. The department head or his/her designee shall follow District procedures which comply with state assurances for P.L. 94-142 and P.L. 93-380.

Special School District's procedures are as follows:

. . . . the department head or his/her designee will request, in writing, that the parents or guardians meet with the program supervisor and/or other appropriate staff in order to discuss the need for pre-placement evaluation or placement in a special education program and to obtain the consent at that meeting;

. . . . if the parents or guardians maintain the position of refusing consent for pre-placement evaluation or initial placement in a special education program, the Special School District will provide in written form the following information to the parent or guardian: The need for initial placement of the student; the fact that the parent or guardian refuses to consent to placement; and that Special School District shall initate a due process hearing to override the parent/guardian decision, unless the parent/guardian request a "due process" hearing to appeal the District's action within ten days of the date of the placement notice. Hearing procedures will be initiated by the board of education. If a satisfactory solution is not reached at this hearing, either party, the parents or guardians or the board of education may seek a review by the state board of education. The findings and decision of the state board or its designee shall be rendered within thirty days of the receipt of a request for review. Any party aggrieved thereby may appeal to the Circuit Court of the county in which they are a resident within thirty days after receipt of the decision.

. . . . inform parents/guardians that once the student is placed in a special education and/or related service program, written notice shall be provided before this District makes changes in the program or re-evaluates the student. The student's IEP conference and the written plan may be used to meet the requirements of this notice; and

. . . . inform parents/guardians that they may request an interpreter or translator to assist in test interpretation and program planning, if necessary.

. fully informed of their rights to an "administrative review" relative to the student's identification, evaluation, educational placement or provision of a free appropriate education.

. . Special School District professional staff shall :

. . . inform parents/guardians that they may request an "administrative review" within ten (10) days of the date of notification of actions proposed or refused by this District. Such a review, if requested, shall be held no more than ten (10) days after receipt of the request unless the parents or guardians agree to a later time. If no request for a review is made, the assignment or other action shall be made.

. fully informed of their rights to a "due process" hearing relative to the student's identification, evaluation, educational placement or provision of a free appropriate education.

. . Special School District professional staff shall :

. . . inform parents/guardians that at any administrative review or hearing, either party (parent/guardian and Special School District) shall be entitled to examine and cross-examine witnesses, to introduce evidence, to appear in person, and to be represented by counsel;

. . . inform parents/guardians that prior to the administrative review or hearing, the parent/guardian or his/her representative shall have access to any reports, records, clinical evaluation or other materials upon which the action to be reviewed was wholly or partially based;

. . . inform parents/guardians that if a satisfactory solution is not reached at the administrative review, they may appeal within ten (10) days to the Board of Education of Special School District for an impartial "due process" hearing.

. . . inform parents/guardians that the student shall remain in his/her present educational placement during the pending of any administrative review or due process hearing proceeding, unless the parent/guardian agrees otherwise; and

. . . inform parents/guardians that they may request a copy of the Special School District "due process" procedures and may also request information regarding agencies they may wish to contact when investigating low-cost legal services. This information maybe obtained by contacting the Special School District's Office of Pupil Personnel Services, 569-8297, or by writing to 12110 Clayton Road, Town and Country, Missouri 63131.

APPENDIX A

Role Responsibilities

Responsibilities of Department Head/Designee(s) in the IEP and Placement Process

Responsibilities in initial IEP development and placement:

- assign IEP chairperson;
- monitor IEP development;
- obtain parent/guardian written consent prior to initial placement (see Appendix B – Initial Placement form); and
- monitor implementation and scheduled review(s) of the IEP.

Responsibilities involving IEP review/revision for continuation of level of services:

- assign IEP chairperson;
- monitor IEP conference to review/revise IEP;
- notify parent/guardian relative to continuation of service; and
- monitor implementation and scheduled review(s) of the IEP.

Responsibilities involving IEP review/revision when change in level of service appears warranted, involving one service area (e.g., Phase III LD to Phase II LD, Phase I LD to termination of service):

- assign IEP chairperson;
- monitor IEP conference to review/revise IEP;
- notify parent/guardian prior to changing level of service;
- notify receiving supervisory personnel/LEA representatives, when appropriate; and
- monitor implementation and scheduled review(s) of the IEP.

Responsibilities involving IEP review/revision when change in level of services appears warranted in multi-service areas (e.g., Phase II LD and Phase I Speech to Phase II LD with Phase I Speech terminated).

- notification -- secondary service department head/designee(s) notifies primary service department head/designee(s);
- assignment -- primary service department head/designee(s) assign IEP chairperson;
- monitor IEP conference to review/revise IEP;
- notify parent/guardian prior to changing level of services; and
- monitor implementation and scheduled review(s) of IEP.

Responsibilities involving IEP when there is a need for further assessment and a change in level of service appears warranted:

- notification -- department head/designee(s) notifies parents in writing of need for further assessment;
- notification -- department head/designee(s) notifies appropriate department head/designee(s) of need for assessment and supplies documentation to support the need on the required referral form;
- acquisition -- appropriate department head/designee(s) secures assessment data and forwards report to the appropriate requesting department head or designee;

- schedule -- requesting department head/designee(s) establishes a restaffing conference;
- invitation -- requesting department head/designee(s) invites parents to attend restaffing conference and informs parents of the results of the evaluation(s). Parent shall be notified in writing if, unable to attend restaffing conference;
- dissemination -- department head/designee(s) disseminates evaluation findings to appropriate department head/designee(s);
- assignment -- primary service department head/designee(s) assigns IEP chairperson;
- monitor conference to review/revise IEP;
- notification -- parent/guardian notification prior to changing level of service; and
- monitor implementation and scheduled review(s) of IEP.

Responsibilities of IEP Committee Members

- Responsibilities of chairperson prior to the IEP committee meeting:
  - schedule date, time and place for committee meeting;
  - notify appropriate committee participants (SSD/LEA representatives, parents, student, and others, as appropriate, such as evaluators and/or interpreters) of the conference date, time and place, using appropriate form and/or form letter (See Appendix B);
  - notify participants of the purpose of conference, their responsibilities during the conference and of the other committee members (designated by roles) invited to attend;
  - notify parents of their right to invite an individual of their choosing to the conference;
  - record the name and role of the committee participants invited to conference on the IEP form;
  - collect, review and be prepared to discuss relevant evaluation reports and reports from other committee participants not able to attend; and
  - complete identifying information on IEP form (use legal name only).
- Responsibilities of chairperson during the IEP committee meeting:
  - introduce members of the committee by name and role;
  - explain the purpose of the conference;
  - inform participants of conference procedures, including procedural safeguards;
  - review student information collected; and
  - facilitate the completion of the IEP Total Service Plan, Amended Total Service Plan and IEP Evaluation Report, when appropriate. Follow the task description processes located in Section III of this manual.
- Responsibilities of chairperson following the IEP committee meeting:
  - insure that a copy of the IEP plan is sent to the parents/guardians who were unable to attend, using appropriate form letter (see Appendix B);
  - place a copy of the IEP plan in the school file; and
  - insure that the information on the IEP is reported to all professional implementers invited to the IEP conference who were not in attendance.

Responsibilities of implementers following initial IEP conference:

- develop Individual Implementer Plan; and
- implement Individual Implementer Plan.

Responsibilities of implementers prior to committee meeting to review/revise the IEP Total Service Plan:

- document progress according to criteria set in IEP Total Service Plan and/or Amended Plan;
- request that the IEP Committee reconvene via appropriate Special School District administrative/supervisory personnel if at a time other than the scheduled review date;
- submit report in advance to IEP Committee chairperson if unable to attend conference; and
- prepare assessment reports as requested by supervisory personnel.

Responsibilities of implementers during IEP committee meeting to review/revise the IEP:

- present and discuss progress report relative to present level of functioning;
- participate in the cooperative problem solving process of the committee; and
- present assessment reports as requested by supervisory personnel.

Responsibilities of parents/student during IEP committee meeting:

- provide information concerning present level of functioning;
- provide input for development of goals for the student;
- participate in the cooperative problem solving process of the committee;
- accept role of implementer in the Total Service Plan and/or Amended Plan, as appropriate; and
- discuss progress according to criteria set in IEP Total Service and/or Amended Plan.

Responsibilities of parents/guardians during IEP committee meeting:

- expected to be an equal participant along with school personnel in developing, reviewing and/or revising the student's IEP;
- join with other participants in deciding appropriate special education service needed to meet the needs of their child;
- accept role of implementer in the Total Service Plan and/or Amended Plan, as appropriate; and
- discuss progress according to criteria set in IEP Total Service and/or Amended Plan at meeting scheduled to review/revise the student's IEP.

APPENDIX B

Forms and Form Letters

Form	Documented Telephone Contact - IEP 2
Form Letter*	Invitation to Attend Initial IEP Conference - IEP 2a
Form Letter*	Follow-up Letter to Parent/Guardian Not in Attendance at Initial IEP Conference - IEP 2b
Form Letter*	Invitation to Attend IEP Conference to Review/Revise (Amend) the IEP - IEP 2c
Form Letter*	Follow-up Letter to Parent/Guardian Not in Attendance at Conference to Review/Revise IEP - IEP 2d
Form	Release of Information Form - PPSE 1
Form	Obtain Form - Student Information - PPSE 1a
Form	Initial Placement Consent Form - PPSE 2
Form Letter*	Initial Placement - PPSE 3
Form Letter*	Change in Placement - PPSE 3a
Form Letter*	Termination of Placement - PPSE 3b

*Note: Procedural rights and responsibilities on the reverse side of these documents.

SPECIAL SCHOOL DISTRICT OF ST. LOUIS COUNTY
DOCUMENTED TELEPHONE NOTIFICATION

Student Name_____ Birthdate_____

Date Called_____ Hour_____a.m./p.m.

Person Contacted _____

IEP Conference Meeting Time Scheduled_____ _____
Hour Date

Parent or Guardian Response:

☐ Will Attend ☐ Cannot attend, please proceed

My signature below assures that Parent(s)/Guardian(s) were:
- •• informed of purpose, time and location of the meeting
- •• informed of persons invited by Special School District to participate in the IEP conference
- •• informed that they may invite other professional and/or lay persons to participate in the IEP conference.

Comments:

_____ _____ _____
Chairperson, Educational Plan Committee Position Department
cc: SSD Pupil Personnel IEP 2
Revised 7/81

SPECIAL SCHOOL DISTRICT OF ST. LOUIS COUNTY
DOCUMENTED TELEPHONE NOTIFICATION

Student Name_____ Birthdate_____

Date Called_____ Hour_____a.m./p.m.

Person Contacted _____

IEP Conference Meeting Time Scheduled_____ _____
Hour Date

Parent or Guardian Response:

☐ Will Attend ☐ Cannot attend, please proceed

My signature below assures that Parent(s)/Guardian(s) were:
- •• informed of purpose, time and location of the meeting
- •• informed of persons invited by Special School District to participate in the IEP conference
- •• informed that they may invite other professional and/or lay persons to participate in the IEP conference.

Comments:

_____ _____ _____
Chairperson, Educational Plan Committee Position Department
cc: SSD Pupil Personnel IEP 2
Revised 7/81

SPECIAL SCHOOL DISTRICT
of St. Louis County, Missouri
ADMINISTRATIVE OFFICES
12110 Clayton Road
Town and Country, Mo. 63131
Telephone: (314) 569-8100

Date:
Re:
DOB:

Dear Parent(s)/Guardian(s):

You are invited to attend a conference to prepare a plan to meet your child's educational needs. We have also invited the following persons to participate in this conference:

_____ _____
_____ _____
_____ _____

You may, if you wish, invite other professional and/or lay persons who have knowledge of your child's educational needs to participate in this planning conference.

This committee will develop an Individual Education Program (IEP) for your child who is in need of special education and/or related services.

The conference is scheduled for _____ (time), _____ (date), at _____ (place).

If this time is not convenient, please contact me at:

_____

to reschedule the conference.

Special School District procedural rights and responsibilities have been printed on the reverse side of this letter. This information is provided to insure that you the parents/guardians are made aware of the procedural rights available to parents/guardians and students through Special School District.

Sincerely,

Chairperson
Educational Plan Committee

DDE/cc
cc: SSD Pupil Personnel

Special School District's special education and related service programs include the following procedural rights and responsibilities in the IEP and program placement process:

Procedural rights of parents/guardians and students include:

the right to be informed of the IEP plan and the process (in advance of the IEP conference) so that they may serve as active participants in the meeting; and also the right to be assured by Special School District that the IEP plan will be reviewed/revised annually at an IEP conference;

the right to bring their child and other participants of their choosing to the IEP conference;

the right to inspect/review all of the student's educational information collected and maintained by Special School District; and also the right to receive copies of this information when it is released to other persons/agencies;

the right to request a list of the types and location of the student's educational records; and also the right to be assured that all student information shall be kept confidential by Special School District;

the right to be informed that student information maintained by the Special School District may be released without their written consent to authorized representatives of federal and state agencies, to other school districts where the pupil is in attendance or seeks to enroll, in compliance with any lawfully issued subpoena, and in cases involving health or safety emergencies;

the right to be informed prior to the destruction of information maintained in the student's cumulative record; and also the right to request Special School District to destroy information contained in the student's record, when the information is no longer needed to provide educational services and/or when all services are terminated;

the right to challenge the content of the educational record maintained by Special School District when it is believed the information contained in the student's record is inaccurate, misleading, or violates the privacy or other rights of the student;

the right to request that an interpreter or translator assist in test interpretation and program planning, if necessary;

the right to be informed that their written consent will be requested prior to the initial placement of their child in a special education program;

the right to refuse to permit the initial evaluation; however, Special School District is obligated under state and federal regulations to request a hearing to override the parent/guardian decision if the child is in need of special education;

the right to a description of each evaluation procedure, test, record or report the District is using as reason for placing or refusing to place the child in a special education program;

the right to request an "administrative review" within ten (10) days of the date of notification of actions proposed or refused by Special School District. This request should be addressed to the Special School District Board of Education;

the right to be informed that if a satisfactory solution is not reached during the administrative review, parents/guardians or majority age students may appeal within ten (10) days to the Special School District Board of Education for an impartial "due process" hearing;

the right to be informed that no change shall be made in the student placement within the period afforded the parents/guardians to request and obtain an impartial "due process" hearing without their written consent;

the right to request Special School District to provide information regarding lowcost legal services;

the right to be informed prior to any suspension or expulsion of the student; and the right to be given an explanation of the reason(s) for disciplinary action; and the right to appeal Special School District's action.

Parents/guardians and student's rights are protected by Missouri State School Law and the following federal laws: Public Law 94-142, Section 504 of the Rehabilitation Act and the Family Educational Rights and Privacy Act. Special School District also has policies and procedures which protect the rights of students and their parents/guardians.

Please write or call Special School District office of Pupil Personnel Services, 12110 Clayton Road, Town and Country, Missouri, 63131, 569-8297, if you should need:

- Further interpretation or explanation of the procedural rights and responsibilities stated above.
- a copy of Special School District due process procedures and/or specific information about state and federal laws designed to protect the rights of suspected handicapped and handicapped children and their parents/guardians.

SPECIAL SCHOOL DISTRICT
of St. Louis County, Missouri
ADMINISTRATIVE OFFICES
12110 Clayton Road
Town and Country, Mo. 63131
Telephone: (314) 569-8100

Date:
Re:
DOB:

Dear Parent(s)/Guardian(s):

A conference to which you were invited met on _____ to consider an appropriate educational plan for your child. We regret you were unable to attend.

We have enclosed a copy of the educational plan which includes the recommended educational program(s) and the goals we will be working toward this school year. If you would like to schedule a conference to discuss this plan and offer suggestions or additional information to assist us in providing the most appropriate educational program for your child, please contact me at _____.

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Sincerely,

Chairperson
Educational Plan Committee

DDE/cc
cc: SSD Pupil Personnel

IEP 2b

Revised 8/81

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the right to bring their child and other participants of their choosing to the IEP conference;

the right to inspect/review all of the student's educational information collected and maintained by Special School District; and also the right to receive copies of this information when it is released to other persons/agencies;

the right to request a list of the types and location of the student's educational records; and also the right to be assured that all student information shall be kept confidential by Special School District;

the right to be informed that student information maintained by the Special School District may be released without their written consent to authorized representatives of federal and state agencies, to other school districts where the pupil is in attendance or seeks to enroll, in compliance with any lawfully issued subpoena, and in cases involving health or safety emergencies;

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SPECIAL SCHOOL DISTRICT
of St. Louis County, Missouri
ADMINISTRATIVE OFFICES
12110 Clayton Road
Town and Country, Mo. 63131
Telephone: (314) 569-8100

Date:
Re:
DOB:

Dear Parent(s)/Guardian(s):

You are invited to attend a conference to review and revise the goals and objectives stated in your child's most recent Individual Education Program (IEP).We have also invited the following persons to participate in this conference:

_____ _____
_____ _____
_____ _____

You may, if you wish, invite other professional and/or lay persons who have knowledge of your child's educational needs to participate in this planning conference.

The conference is scheduled for _____ (time), _____ (date), at _____ (place).

If this time is not convenient, please contact me at:

_____

to reschedule the conference.

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Sincerely,

Chairperson
Educational Plan Committee

DDE/cc
cc: SSD Pupil Personnel

Revised 8/81

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SPECIAL SCHOOL DISTRICT
of St. Louis County, Missouri
ADMINISTRATIVE OFFICES
12110 Clayton Road
Town and Country, Mo. 63131
Telephone: (314) 569-8100

Date:
Re:
DOB:

Dear Parent(s)/Guardian(s):

A conference to which you were invited met on _____ to review and revise the goals and objectives stated in your child's most recent Individual Education Program. We regret you were unable to attend.

We have enclosed a copy of the revised educational plan. If you would like to schedule a conference to discuss this plan and offer suggestions or additional information to assist us in providing the most appropriate educational program for your child, please contact me at _____.

Special School District procedural rights and responsibilities have been printed on the reverse side of this letter. This information is provided to insure that you the parents/guardians are made aware of the procedural rights available to parents/guardians and students through Special School District.

Sincerely,

Chairperson
Educational Plan Committee

DDE/cc
cc: SSD Pupil Personnel

IEP 2d

Revised 8/81

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SPECIAL SCHOOL DISTRICT OF ST. LOUIS COUNTY

12110 Clayton Road, Town & Country, Missouri 63131

STUDENT INFORMATION RELEASE FORM

(Please Print or Type)

Student Name _____ Parent/Guardian _____

Birthdate _____ Address _____

_____

I hereby give my permission to the Special School District of St. Louis County to release the following information:

- ☐ Student Progress Report
- ☐ Evaluation Center Report
- ☐ Psychological Report
- ☐ Speech Evaluation
- ☐ Hearing Testing
- ☐ Teacher Assessment Report
- ☐ Attendance Report
- ☐ Individual Educational Program Plan
- ☐ Education Evaluation (please specify) _____
- ☐ Other (please specify) _____

This information is being released for the following reasons:

☐ Educational ☐ Medical ☐ Other (please specify) _____

These records should be forwarded to the person, school or agency listed below (please include full name and address).

Name _____

Address _____

(Street)

_____

(City) (State) (Zipcode)

I understand this release is specifically for the information checked above. I further understand I have a right to inspect and/or receive a copy of this information and may also request Special School District to provide me with an explanation and interpretation of this information.

_____ _____

Signature of Parent/Guardian or Eligible Student Date

SPECIAL SCHOOL DISTRICT OF ST. LOUIS COUNTY
12110 Clayton Road, Town & Country, Missouri 63131

OBTAIN FORM – STUDENT INFORMATION

(Please Print or Type)

Student Name _____ Parent/Guardian _____

Birthdate _____ Address _____

_____

I hereby give my permission to the Special School District of St. Louis County to obtain the following information from:

Name _____

Address _____
(Street)

_____
(City) (State) (Zipcode)

- ☐ Student Progress Report
- ☐ Evaluation Center Report
- ☐ Psychological Report
- ☐ Speech Evaluation
- ☐ Hearing Testing
- ☐ Teacher Assessment Report
- ☐ Attendance Report
- ☐ Individual Educational Program Plan
- ☐ Education Evaluation (please specify) _____
- ☐ Other (please specify) _____

This information is being obtained for educational purposes.

Please send the above requested information to:

Special School District of St. Louis County

_____

_____

_____

I understand this release is specifically for the records checked above. I further understand that Special School District will not release this information to any unauthorized person/agency without my written consent.

_____ _____
Signature of Parent/Guardian or Eligible Student Date

cc: SSD Pupil Personnel

SPECIAL SCHOOL DISTRICT OF ST. LOUIS COUNTY

PARENT PERMISSION FORM FOR INITIAL PLACEMENT

Student Name _____ D.O.B. _____
Last First Middle

Recommended Program Placement _____ / _____
Special Ed/Related Services Level

I, as parent or guardian, herein give my consent for the placement of my child in the special education program recommended by the Individual Education Program Committee with the understanding that the need for this placement will be reviewed at least once annually in relation to my child's educational needs. I also agree that I have been fully informed of all information relevant to the proposed program placement and understand that the granting of my consent at this time is voluntary and may be revoked by me at any time.

_____ _____
(Parent or Guardian) Signature Date

_____ _____
(Chairperson) Signature Date

DDE/cc PPSE2

Revised 8/81

SPECIAL SCHOOL DISTRICT
of St. Louis County, Missouri
ADMINISTRATIVE OFFICES
12110 Clayton Road
Town and Country, Mo. 63131
Telephone: (314) 569-8100

Date:
Re:
DOB:

Dear Parent(s)/Guardian(s):

Based on the assessment data which describes your child's educational strengths and weaknesses and the developed Individualized Education Program (IEP) which includes the goals and objectives your child will be expected to accomplish during the academic year, the following educational program placement is recommended:

The need for this educational placement shall be reviewed at least once annually in a conference attended by a group of persons, including persons knowledgeable about your child's educational performance, the meaning of the assessment data, and program placement options. We would also like your participation in this conference and the participation of other professional and/or lay persons you may wish to invite.

Special School District procedural rights and responsibilities have been printed on the reverse side of this letter. This information is provided to insure that you the parents/guardians are made aware of the procedural rights available to parents/guardians and students through Special School District.

Sincerely,

Chairperson
Educational Plan Committee

DDE/cc
cc: SSD Pupil Personnel

PPSE3

Revised 8/81

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the right to refuse to permit the initial evaluation; however, Special School District is obligated under state and federal regulations to request a hearing to override the parent/guardian decision if the child is in need of special education;

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SPECIAL SCHOOL DISTRICT
of St. Louis County, Missouri
ADMINISTRATIVE OFFICES
12110 Clayton Road
Town and Country, Mo. 63131
Telephone: (314) 569 8100

Date:
Re:
DOB:

Dear Parent(s)/Guardian(s):

Based on the assessment data which describes your child's educational strengths and weaknesses and the developed Individualized Education Program (IEP) which includes the goals and objectives your child will be expected to accomplish during the academic year, the following change in your child's educational program placement is recommended:

The need for this educational placement shall be reviewed at least once annually in a conference attended by a group of persons, including persons knowledgeable about your child's educational performance, the meaning of the assessment data, and program placement options. We would also like your participation in this conference and the participation of other professional and/or lay persons you may wish to invite.

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Sincerely,

Chairperson
Educational Plan Committee

DDE/cc
cc: SSD Pupil Personnel

PPSE3a

Revised 8/81

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SPECIAL SCHOOL DISTRICT
of St. Louis County, Missouri
ADMINISTRATIVE OFFICES
12110 Clayton Road
Town and Country, Mo. 63131
Telephone: (314) 569-8100

Date:
Re:
DOB:

Dear Parent(s)/Guardian(s):

Based on the assessment data which describes your child's present level of educational performance and the evaluation of the goals and objectives stated in your child's most recent Individualized Education Program (IEP), the IEP committee recommends that your child's enrollment in our special education program be terminated.

This decision is based on our previous discussion with you and other IEP conference participants who were knowledgeable about your child's educational performance, the meaning of the assessment data, and program placement options.

Special School District procedural rights and responsibilities have been printed on the reverse side of this letter. This information is provided to insure that you the parents/guardians are made aware of the procedural rights available to parents/guardians and students through Special School District.

Sincerely,

Chairperson
Educational Plan Committee

DDE/cc
cc: SSD Pupil Personnel

PPSE3b

Revised 8/81

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the right to be informed of the IEP plan and the process (in advance of the IEP conference) so that they may serve as active participants in the meeting; and also the right to be assured by Special School District that the IEP plan will be reviewed/revised annually at an IEP conference;

the right to bring their child and other participants of their choosing to the IEP conference;

the right to inspect/review all of the student's educational information collected and maintained by Special School District; and also the right to receive copies of this information when it is released to other persons/agencies;

the right to request a list of the types and location of the student's educational records, and also the right to be assured that all student information shall be kept confidential by Special School District;

the right to be informed that student information maintained by the Special School District may be released without their written consent to authorized representatives of federal and state agencies, to other school districts where the pupil is in attendance or seeks to enroll, in compliance with any lawfully issued subpoena, and in cases involving health or safety emergencies;

the right to be informed prior to the destruction of information maintained in the student's cumulative record; and also the right to request Special School District to destroy information contained in the student's record, when the information is no longer needed to provide educational services and/or when all services are terminated;

the right to challenge the content of the educational record maintained by Special School District when it is believed the information contained in the student's record is inaccurate, misleading, or violates the privacy or other rights of the student;

the right to request that an interpreter or translator assist in test interpretation and program planning, if necessary;

the right to be informed that their written consent will be requested prior to the initial placement of their child in a special education program;

the right to refuse to permit the initial evaluation; however, Special School District is obligated under state and federal regulations to request a hearing to override the parent/guardian decision if the child is in need of special education;

the right to a description of each evaluation procedure, test, record or report the District is using as reason for placing or refusing to place the child in a special education program;

the right to request an "administrative review" within ten (10) days of the date of notification of actions proposed or refused by Special School District. This request should be addressed to the Special School District Board of Education;

the right to be informed that if a satisfactory solution is not reached during the administrative review, parents/guardians or majority age students may appeal within ten (10) days to the Special School District Board of Education for an impartial "due process" hearing;

the right to be informed that no change shall be made in the student placement within the period afforded the parents/guardians to request and obtain an impartial "due process" hearing without their written consent;

the right to request Special School District to provide information regarding lowcost legal services;

the right to be informed prior to any suspension or expulsion of the student; and the right to be given an explanation of the reason(s) for disciplinary action; and the right to appeal Special School District's action.

Parents/guardians and student's rights are protected by Missouri State School Law and the following federal laws: Public Law 94-142, Section 504 of the Rehabilitation Act and the Family Educational Rights and Privacy Act. Special School District also has policies and procedures which protect the rights of students and their parents/guardians.

Please write or call Special School District office of Pupil Personnel Services, 12110 Clayton Road, Town and Country, Missouri, 63131, 569-8297, if you should need:

- Further interpretation or explanation of the procedural rights and responsibilities stated above.
- a copy of Special School District due process procedures and/or specific information about state and federal laws designed to protect the rights of suspected handicapped and handicapped children and their parents/guardians.

APPENDIX C

Glossary of Terms

GLOSSARY OF TERMS

The following glossary includes statutory terms and other definitions related to these terms.

At No Cost: means that all specifically designed instructions are provided without charge to the parent, but does not preclude incidental fees which are normally charged to nonhandicapped students and their parents as part of the regular education program. (Bib. 1, Section 121a.14(b)(1))

Destruction: when used in relation to education records means physical destruction or removal of personal indentifiers from educational records so that information is no longer personally identifiable. (Bib. 1, Section 121a.560)

Disclosure: means permitting access or the release, transfer or other communication of education records of the student or the personally identifiable information contained therein, orally or in writing, or by electronic means, or by any other means to any party. (Bib. 3, Section 99.3)

Due Process: refers to a legal way of saying that there are certain principles and practices that must be respected to insure that every person is treated fairly and is not denied his/her rights to a free appropriate education.

Education Records: means those records which are directly related to a student and are maintained by an educational agency or institution or by a party acting for the agency or institution. (Bib. 1, Section 121a.560)

Eligible Student: means a student who has attained eighteen years of age, or is attending an institution of post-secondary education. (Bib. 3, Section 99.3)

Evaluation: means the use of specific procedures and materials used selectively with an individual child to determine whether the child is handicapped and the nature and extent of the special education and related services that the child needs. The term does not include basic tests administered to or procedures used with all children in a school, grade or class. (Bib. 1, Section 121a.500)

Free Appropriate Public Education (FAPE): means special education and related services which are provided at no cost to parents; meet standards set by the state; include preschool, elementary, and secondary school education in the state; and are provided as part of an individualized education program (IEP). (Bib. 1, Section 121a.4)

Handicapped Children: means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired or other health impaired children, or children with specific learning disabilities, who by reason thereof require special education services. (Bib.11, Section 602(1))

Impartial Hearing Officer: means a neutral or unbiased person selected by the public agency to conduct a due process hearing and to make an objective decision on the basis of information and evidence presented during the hearing. (Bib. 1, Section 121a.507)

Implementer: refers to those individuals who are responsible for implementing various components/recommendations of the Individual Education Program Total Service Plan and who are responsible for developing, implementing and evaluating an Individual Implementer Plan.

Independent Educational Evaluation: means an evaluation conducted by a qualified examiner who is not employed by the public agency which is responsible for the education of the child being evaluated, (Bib. 1, Section 121a.503(a)(3)(i))

Individualized Education Program: means a written statement for each handicapped child developed in any meeting by a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents or guardian of such child, and, whenever appropriate, such child, which statement shall include (A) a statement of the present levels of educational performance of such child, (B) a statement of annual goals, including short-term instructional objectives, (C) a statement of the specific educational services to be provided to such child, and the extent to which the child will be able to participate in regular educational programs, (D) the projected date for initiation and anticipated duration of such services, and appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved. (Bib. 11, Section 602(19))

Intermediate Educational Unit (IEU): refers to ". . . any public authority, other than a local educational agency, which is under the general supervision of a state educational agency, which is established by state law for the purpose of providing free public education on a regional basis, and which provides special education and related services to handicapped children within the state." (Bib. 11, Section 602(22)) The Special School District is the IEU in St. Louis County.

Local Educational Agency (LEA): refers to ". . .a public board of education or other local public authority legally constituted within a state for either administrative control or direction of; or to perform a service function for public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state; or such combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary or secondary schools. . ." (Bib. 11, Section 602(8)) There are twenty-three LEAs in St. Louis County.

Parent: means a parent, a guardian, a person acting as a parent of a child (e.g., grandparent with whom a child lives, as well as persons who are legally responsible for a child's welfare), or a surrogate parent who has been appointed by a public agency. (Bib. 1, Section 121a.10)

Parental Consent: means the parent has been fully informed of all information relative to the activity for which consent is sought (a parent must be informed in his or her native language, or other mode of communication); the parent understands and agrees in writing to the carrying out of the activity for which consent is sought and the consent describes that activity and lists the records (if any) which will be released and to whom; and the parent understands that the granting of consent is voluntary and may be revoked at any time. (Bib. 1, Section 121a.500)

Participating Agency: means any agency or institution which collects, maintains or uses personally identifiable information covered by P.L. 94-142 regulations or any agency or institution from which such information is obtained. (Bib. 1, Section 121a.560)

Personally Identifiable: means that the data or information includes (a) the name of a student, the student's parent, or other family member, (b) the address of the student, (c) a personal identifier, such as the student's social security number or student number, (d) a list of personal characteristics which would make the student's identity easily traceable, or (e) other information which would make the student's identity easily traceable. (Bib. 3, Section 99.3)

Physical Education: means the development of physical and motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports). Physical education includes: special physical education, adapted physical education, and motor development. (Bib. 1, Section 121a.14 (b)(2))

Placement: refers to a process of determining for each student the educational setting within which his/her individual needs can best be met under the least restrictive conditions.

Private School Handicapped Children: means handicapped children enrolled in private schools or facilities who are not placed or referred by public agencies. (Bib. 1, Section 121a.450)

Public Expense: means the public agency either pays for the full cost of a service or insures that the service is otherwise provided at no cost to the parent. (Bib. 1, Section 121a.503(a)(3)(ii))

Related Services: means transportation and such developmental, corrective and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a handicapped child to benefit from special education, and includes the early identification and assessment of handicapping conditions in children. (Bib. 11, Section 602(17))

Special Education: means specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instructions in hospitals and institutions. (Bib. 11, Section 602(6))

State Educational Agency (SEA): means the state board of education or other agency or officer primarily responsible for the state supervision of public elementary and secondary schools, or, if there is no such officer or agency, an officer or agency designated by the Governor or by state law. (Bib. 11, Section 602(7))

Surrogate Parent: refers to an individual appointed by a public agency (in the absence of the child's natural parents) to safeguard a child's rights, in all matters related to the identification, evaluation, and placement of the child and provision of a FAPE. (Bib. 1, Section 121a.514)

APPENDIX D

Guidelines for Writing
Goals and Objectives

Guidelines for Writing Goals and Objectives

When planning an instructional program for a student with special education and related services needs, goals and objectives become a very essential part of the planning process. The IEP Committee is expected to summarize the student's present level of educational performance, determine goals from the summary, and write short term objectives for the goals. Therefore, it is most important for educators to have competence in developing and writing goals and objectives. In this appendix a few practical suggestions will be offered for writing goals and objectives.

Goals

Educational goals are abstract statements of educational outcomes which will occur sometime in the future (5, p. 1). Therefore, a goal should be a broad general statement of the program intent.

Since a goal is broad and general, it is open to many interpretations and its nonspecificity precludes the measurement of the goal as stated. Goals may be stated as a learner directed goal or a teacher directed goal. A teacher goal "... is a statement of what the teacher is actually doing or providing for the student. . ." (6,p.8), while a learner goal is expressed from the learner's point of view. It tells us what the student is expected to accomplish. Special School District defines an annual goal as a written statement of the expected behavior to be achieved within one year by the learner through the implementation of the student's Individual Education Program.

Instructional Objectives

Instructional objectives describe educational outcomes which are directly observable. An instructional objective describes the final outcome of instruction in terms of observable behavior, states the conditions under which the final performance may be observed, and specifies the criterion by which the final performance may be judged (Mager, 1962).

The most critical element of a well written objective is a clear expression of what the student will be able to do as a consequence of instruction. This usually takes the form of an action verb. The more specific the behavior the better. This is so, simply because the objective will be subject to fewer interpretations if the verb denotes unequivocal behavior. To help distinguish verbs that are more appropriate for behavioral objectives, examples are provided in the following lists. These verbs were presented by Mager (1962) in his book Preparing Instructional Objectives.

Verbs open to many interpretations	Verbs open to fewer interpretations
to know	to write
to understand	to recite
to really understand	to identify
to appreciate	to differentiate
to fully appreciate	to solve
to grasp the significance of	to construct
to enjoy	to list
to believe	to define
to have faith in	to debate

In selecting the appropriate verb, it is useful to envision what the student will be required to do when you evaluate his mastery.

By using an action verb, the expected behavior will be specified in observable measureable terms. The teacher will be able to observe the student performing the behavior and in some way record the occurrence of the behavior. For example, what a student says is an observable behavior. Hitting someone is an observable behavior. Smiling and frowning are observable behaviors. What a student thinks and feels, however, is not an observable behavior. The action the student takes as a result of what he/she thinks and feels is observable behavior. In writing behavioral objectives, only observable behaviors are useful.

The second most critical element of a well written objective is a specification of the conditions under which performance is evaluated. This component must be specific in order to avoid misinterpretation. If, for example, the objective has to do with identification of sound blends, then an appropriate specification of the conditions might be: "Given a printed list of 'r' blends. . . ." This specification of the conditions under which the behavior is to be performed is very important for communication and for the development of an adequate assessment device. for the development of an adequate assessment device.

In addition to the specification of the behavior and the conditions, the criterion for acceptable performance should be specified. This usually takes the form of ". . .with no more than two out of ten incorrect." In review, there are three critical components to a well written objective: the specification of the behavior, the specification of the conditions under which the behavior will be evaluated and the criterion level of acceptable performance. (Bib. 10, p. 119)

Characteristics that Make a Good Behavioral Objective:

A good objective conveys to others a picture of what a successful learner will be like when the learning is complete. This is why words like "knows" and "understands" are not adequate. What "knows" means to me may not be what it means to you. It is not explicit enough until you write what the learner will be doing to demonstrate what he "knows".

A good objective states what the child will be doing or will be able to do to demonstrate that he has mastered the objective.

A good objective states the conditions under which the child will perform the stated behavior.

A good objective states the criteria of acceptable performance by describing how well the learner must do the task to demonstrate mastery. (Bib. 10, p. 119-120)

APPENDIX E

General Approaches Used
To
Evaluate Objectives

General Approaches Used to Evaluate Objectives

There are many procedures for evaluating a student's mastery of objectives according to the criteria for mastery. Procedures may vary in their provisions for participants in the evaluation process, degree of systematization of the process and frequency of evaluations. For purposes of illustration, the following general approaches are discussed: (1) the criterion-referenced measurement approach; (2) the milestone evaluation approach; and (3) the year-end evaluation approach.

Criterion-Reference Measurement (CRM) Approach: The criterion-referenced measurement approach is based on a structured system of evaluating each objective before and after instruction. The pre-test assures the teacher that the student needs instruction on the objective. The post-test assures the teacher that the student has learned the content and is ready to progress to new, more complex learning. The test-teach-test cycle continues indefinitely throughout the term of instruction. In this approach, the evaluation of student progress is an integral and continuous part of the instructional process.

Milestone Evaluation Approach: Mastery of objectives can be evaluated at regularly established review periods throughout the year. The timing of these review periods may be determined by projected events, or "milestones," such as completion of a specified number of instructional sessions or completion of a unit or sequence of objectives. Milestones also can be simply the dates on which reviews are to take place. These dates or milestones would be part of an annual schedule for evaluating student progress.

Year-End Evaluation: A meeting scheduled at the end of the school year to evaluate student achievement of objectives is a year-end evaluation. When this meeting is the only planned evaluation in the student's IEP, it represents minimum compliance with the evaluation requirements of the law.

APPENDIX F

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